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ENG 1002C-010-035-050: Literature and Composition

Mary Dwiggins
Eastern Illinois University

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English 1002

Instructor: Mary Dwiggins  
Office: Coleman 329  
Phone: 581-6319  
Office hours: M W F 10:00  
E-Mail: dwiggins@lincweb.com  
Home page: www.ux1.eiu.edu/~cfmad1

Texts:
The Bedford Introduction to Drama – Jacobus  
Poetry: An Introduction—Meyer  
Stories: An Anthology and an Introduction—Eric Rabin  
Writing Essays About Literature—Kelly Griffith

Course Objectives:
Welcome to English 1002 Composition and Literature! Together I hope we can discover some pretty neat things about literature, our culture, and ourselves through poetry, drama, and fiction.

First and foremost, though, this is a writing course and it is designed to improve skills in critical thinking and analytical expression based on the reading of literary texts. We will write expository and persuasive papers developing a central idea that responds our readings.

Requirements:
Written papers: We will write 2 papers in response to our readings. The papers are worth 100 points each. Papers will be graded on focus, arrangement, development, process, and style and mechanics. All papers are to be typed double-spaced and your name and section number placed in the upper left hand corner. There will also be a group project dealing with an author. This will be worth 100 points. I generally do not accept late papers without prior approval or a really great excuse. Please talk to me if you are having trouble. Late papers will be lowered one letter grade and may be lowered for each day late. All papers must be completed to pass this course.

Reading Response: In addition to the papers we will write a series of 10 one-page responses to selected readings. You will keep these in a note book and you will turn them in at the end of the semester. This is worth 100 points.

Final: There will be a 50 pt short essay/fill in the blank comprehensive final.

Class Participation: Read your assignments. There is a lot of reading required in this class and we will have many discussions around them. If you don’t read the assignments, the discussion can’t happen. The class depends on active involvement from everyone. I will randomly take participation grades. I will use this as a tool when determining those close grades.
**Plagiarism:** My policy on plagiarism (presenting another person's written work as your own) is simple-- if you do it, you flunk the course. Here is the Department's statement concerning this:

Any teacher who discovers an act of plagiarism—"The appropriation or imitation of language, ideas, and/or thoughts of another author, and representation of them as one's original work" (Random House Dictionary of the English Language)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course, and to report the incident to the Judicial Affairs Office.

See me if you are having trouble or doubts about what plagiarism is or if you need help correctly incorporating source material into your paper. If you receive a "P" on the top of your paper at some point you will know that there is a problem.

**Special Needs:** Students who have special needs and seek accommodations, please contact the Director of Disability Services at ext. 6583.

**Grades:**
As you can see, you can receive a total of 450 points in this class. Grades will be assigned as follows:

- 405--450= A
- 360--404= B
- 315--359= C
Any score under 314 will receive NC

College policy states that you must receive a C or better for the course; any course grade lower than a C will be counted as "NC" and must be retaken. (Students can receive a D or F on individual assignments, however.)

**Writing Center:**
If you need help with particular writing problems, help is available in the Writing Center (WC) in Coleman Hall, room 301. The WC is not a proofreading service, however. I may refer you to the WC if I find consistent errors or weaknesses in your papers.

**Disclaimer:** If necessary, the syllabus can change-- particularly if I find that there are students that do not do the reading assignments. You are adults, so I shouldn't have to monitor your daily assignments, but if necessary I will give pop quizzes and the grading scale will reflect these changes. If you feel that we are moving too fast or too slow, tell me and we can change things.